FACILITATOR'S GUIDE

FOR DISCUSSION GROUPS

ON

CLOSING THE PAY GAP

IN NEW BRUNSWICK

The suggestions in this guide are intended for use in conjunction with the contents of the *Closing the Pay Gap Resource Kit* produced by the New Brunswick Advisory Council on the Status of Women, September 2002.

ISBN: 1-55396-045-9
© New Brunswick Advisory Council on the Status of Women
September 2002
Prepared by Margaret E. Wall, B.A, M.Ed.

New Brunswick Advisory Council on the Status of Women
236 King St, Fredericton, N.B. E3B 5H1
Tel: 506 444-4101, 1-800-332-3087; Fax : 506 444-4318
Email: acswcccf@gnb.ca ; Internet site: www.acswcccf.nb.ca

103-02503/

Table of Contents

Introduction 4

Purpose of this Guide 5

Organization of this Guide 5

Sample Agendas for Discussion Groups 6

- Informal Session 7
- Structured Discussion 8
- Combination Informal and Structured 9
- Combination Experiential and Structured 10
- Combination Informal and Structured 11

Introduce the Topic: Section A 12

Facilitate/Focus the Session: Section B 15

Summarize and Conclude the Session: Section C 19

Appendices 20

- Handouts 21
  - A.2 What Do We Know? 21
  - B.2 Scavenger Hunt 22
  - B.3 Job Evaluation Worksheet 23
- Processes for Facilitators 24
  - Planning A Group Discussion 24
  - Leading Group Discussions 26
  - Lectures or Content Presentations 27
  - Preparation Checklist 28
- Background Materials 29
  - Speech Module 1: What is the pay gap? 29
  - Speech Module 2: What is pay equity? 33
  - Speech Module 3: What is happening in New Brunswick to close the pay gap? 36
  - Speech Module 4: What can be done to close the pay gap? 38
- Overheads 41

Bibliography 56

Introduction

The *New Brunswick Advisory Council on the Status of Women* has launched a campaign entitled *Closing the Pay Gap in New Brunswick*. This campaign aims to promote:

- an understanding of the pay gap
- recognition that the pay gap in N.B. is unacceptable.
- plausible actions for closing the pay gap
- changed behaviours of employee and employer representatives so that job evaluation and negotiations lead to the elimination of the pay gap.
- government action to close the pay gap.

One important way of achieving an awareness of the pay gap issue is to encourage individuals and groups to discuss the information available and to undertake specific activities that will lead to the elimination of the pay gap. **We thank you for accepting the challenge of taking a leadership role in the elimination of the pay gap.**

Why a Pay Gap Campaign Now?

The Report Card 2002 on the Status of Women in New Brunswick released by the Advisory Council on the Status of Women showed that there has been slow and erratic progress in closing the gap between the average salaries of working women and men.

Based on recent media and public discussion of the issue, it is evident that there is support for closing the pay gap yet more awareness is needed among the public, particularly in the following areas:

- There is little public awareness of the various factors that contribute to the gap and its persistence.
- There is no consensus that we as individuals in a society are responsible for closing the pay gap.
- Few can tell the difference between equal pay for work of equal value, and equal pay for equal work.

Other interesting information on the pay gap in N.B.:

- The pay gap has been an issue of concern for the Advisory Council since its creation and several studies and actions have been devoted to it. (If you wish to obtain a copy of previous studies, phone 1-800-332-3087).
- In 1989, the provincial government legislated pay equity for government department employees to address part of the pay gap that is caused by the under valuation of women's traditional jobs.
- Pay equity is not enforced in the private sector where the great majority of New Brunswickers work.
- The Coalition for Pay Equity, which has been working since 1998 for pay equity legislation, has succeeded in placing the issue on the public agenda.
- In 2002, the N.B. government created a Wage Gap Round Table to assess and research the wage gap issue, weigh the evidence against the New Brunswick context and present options for government to consider.

Purpose of this Guide

This guide has been developed to assist you in preparing for and facilitating discussions and other activities. Your primary resource will be the *Closing the Pay Gap Resource Kit,* however a series of background materials on the process of leading discussion groups and on information re the pay gap are included in this guide.

This guide aims to provide discussion leaders with the tools they need to work effectively in a variety of group settings. Whether you are facilitating a kitchen table meeting, a public discussion or a structured presentation, the ideas and techniques in this guide are intended to support your efforts.

The guide is not intended to replace your own experience as a facilitator but rather to provide some simple and practical ideas upon which to build your session. You may wish to use the ideas to expand on your own range of techniques. Feel free to adapt these ideas and refine them to suit the context in which you find yourself.

Organization of this Guide

In the first section, Sample Agendas for Discussion Groups provide models for discussion activities for a range of target groups.

The second section contains suggestions for launching, leading and concluding a group discussion.

The appendices consist of handouts and background materials focusing on the key elements in the resource kit. As well, information on preparing and facilitating discussion groups is included.

Sample Agendas for Discussion Groups

Emphasizing the logical flow of activities and describing in detail what is planned will help participants see the usefulness of the session and enjoy it more.

Agendas range from 1 hour to 1 hour and 30 minutes. If you have even more time to work with a group, modify these agendas to meet your needs.

- If a presentation is indicated, it is assumed that you will make your own lecture notes based on the Background materials in this guide (Speech Modules 1, 2, 3 and 4) and on the Closing Pay Gap in New Brunswick Resource Kit. Samples of overheads are included.
- Suggested activities are referred to by their number. The activities are described in the section following the sample agendas.
- Mix and match these activities based on your assessment of the group and the overall goal of the session.
- Handouts and background materials are in the Appendices.

Informal Session

Total Time: 1 hour 25 minutes

Time	Topic	Activity No.	Estimated Time	Preparation notes
	Session Orientation	A.1	10 minutes	
	Humour and Cartoons	A.4	5 minutes	
	Sharing our Experiences	B.1	20 minutes	
	What is Pay Equity?	B. 3	20 minutes	
	Action Planning	B.4	15 minutes	
	Summarizing	C.1	10 minutes	
	Wrap-up	C. 2	5 minutes	

Structured Discussion

Time: 1 Hour

Time	Topic	Activity No.	Time Required	Preparation notes
	Session Orientation	A.1	10 minutes	
	Did You Know?	A.3	20 minutes	
	Action Planning	B.4	15 minutes	
	Summarizing	C.1	10 minutes	
	Wrap-up	C. 2	5 minutes	

Combination Informal and Structured

Time: 1 hour, 15 minutes

Time	Topic	Activity No.	Time Required	Preparation notes
	Session Orientation	A.1	10 minutes	
	What Do We Know?	A.2	10 minutes	
	Did You Know?	A. 3	25 minutes	
	Action Planning	B.4	15 minutes	
	Summarizing	C.1	10 minutes	
	Wrap-up	C. 2	5 minutes	

Combination Experiential and Structured

Time: 1 hour 20 minutes

Time	Topic	Activity No.	Time Required	Preparation notes
	Session Orientation	A.1	10 minutes	
	Resource Kit Scavenger Hunt	B.2	20 minutes	
	Content Presentation on the pay gap		15 minutes	
	Humour / Cartoons as an energizer	A. 4	5 minutes	
	Action Planning	B.4	15 minutes	
	Summarizing	C.1	10 minutes	
	Wrap-up	C. 2	5 minutes	

Combination Informal and Structured

Time: 1 hour 30 minutes

Time	Topic	Activity No.	Time Required	Preparation notes
	Session Orientation	A.1	10 minutes	
	What Do We Know?	A. 2	10 minutes	
	Humour / Cartoon as a lead into a content presentation	A. 4	20 minutes	
	What is Pay Equity	B.3	20 minutes	
	Action Planning	B.4	15 minutes	
	Summarizing	C.1	10 minutes	
	Wrap-up	C. 2	5 minutes	

Introduce the Topic: Section A

A well-prepared facilitator is a form of welcome.

You are encouraged to use overheads and posters as well as other materials in the Resource Kit as discussion aides when appropriate.

A.1 Session Orientation

Target Group: Can be used with all groups

Time: 5-10 minutes

Objectives:
1. Create a supportive atmosphere
2. Build interest in the topic
3. Obtain commitment

Procedure:
1. Welcome participants
2. Make introductions (as required)
3. Introduce the general goal of the session
4. Handout materials
5. Start with a motivator such as A.2, A.3 or A.4

Other notes:
- If you intend a fairly formal session, explain how you will handle questions etc.
- If your session will be informal, explain how participants will have a chance to participate.
- Inform your group of your agenda.

A.2 What Do We Know?

Target Group: Business, Union, Volunteer and Women's groups.

Time: 10 minutes

Objective:
1. Build interest in the topic
2. Help focus the session

Advance Preparation:
1. Make sure you have sufficient copies of the handout, What Do We Know? (See Appendices Handout A.2).
2. Complete the handout yourself before using this activity.

Procedure:
1. Explain to the group that you are going to give them a handout that will focus on their knowledge of the pay gap. Distribute handout What Do We Know.

2. Explain that they should complete the activity now and then put it aside. Explain to them that if they can't complete it not to worry because you will be covering these topics during the session. At the end of the session they will know the answers.
3. After about 7 minutes, ask the group how they made out with the activity? Ask them what parts gave them difficulty?
4. Motivate learning by promising that by the end of the session they will have covered all of the topics on the list. Ask them to put it aside until the end of the session and promise to return to it.
5. Launch the next item on your agenda.

A.3 Did you know?

Target Group: Can be used with all groups

Time: 5 minutes – 30 minutes

Objective:
1. Build interest in the topic
2. Help focus the session

Procedure:
1. Select an interesting fact, or statistic, or quotation from the Pay Gap Resource Kit that would be appropriate for your group and write it on an overhead transparency or on a flip chart (eg: transparency #6, 7).
2. Ask the group if they were aware of this fact/statistic/idea?
3. If you use a quotation or phrase ask the group, "What is your response to the phrase?"
4. Ask the group to share their reactions and use these reactions to launch into your session.
5. Launch into a short content presentation based on the fact, statistic etc.

Other notes:
- This is a good way to launch into the content that is contained in **Background Material, Speech Module No. 1 What is the pay gap?** (See appendices)
- This technique works well with lectures and serves as a discussion motivator.
- This technique can be used at any point in the discussion when you want to make a transition from one topic to another.

A.4 Humour / Cartoons

Target Group: May be appropriate for all groups

Time: 5 minutes

Objective:

1. Build interest in the topic
2. Help focus the session

Procedure:

1. Show one of the cartoons that are included with this guide. (You may wish to make an overhead/transparency #4 or #5 of the cartoon(s)
2. Ask the group to share their reaction to the cartoon. Have some fun with this.
3. Launch into a short content presentation on the pay gap using **Background material, Speech Module No 1.**

Other Notes:

- Some facilitators are more skilled at using humour than others. Be sure you are comfortable with this form of motivation. A good knowledge of your participants is useful.
- Humour can also be used as an energizer if you notice that their energy is lagging at any point during the session.

Facilitate/Focus the Session: Section B

B.1 Sharing Our Experiences With the Pay Gap

Target Group: Women's groups and some mixed groups

Time: 15 - 20 minutes

Objectives:

1. Define pay gap (See Background material, **Speech Module #1**)
2. To invite participants to share their experiences with pay discrimination or the pay gap.
3. To stimulate discussion and sharing among the group.
4. To answer the question as to what are some of the causes of the pay gap?

Procedure:

1. Show the overhead entitled "Average Annual Earnings of Women Working Full-Time (overhead #6) and provide the group with a definition of pay gap. Discuss the percentage gap in New Brunswick.
2. Explain to the group that you would like them to explore some of the causes of the pay gap using their own experiences.
3. Ask participants to find a partner and discuss any experiences they have had with pay discrimination or pay gap.
4. As they share their experiences with each other, ask them also to pay attention to what may have contributed to this discrimination.
5. Explain that they have 10 minutes to discuss this and come up with any causes. Explain that after ten minutes you will be asking them to share the causes for the pay gap they have identified.
6. Some questions you might use to help people think about causes of the pay gap include:
   - Why do you think this happened?
   - What conclusions might we draw from this?
   - What principle do you see operating here?
7. Remind the group that for now you just want the causes for the pay gap. Ask each group to share one cause and write it on a flip chart or record it on a transparency. Continue around the room until all ideas are exhausted.
8. Conclude by adding any additional causes that have not been discussed based on the information on causes in **Background material, Speech Module #4** entitled **"What can be done to close the pay gap"**. Show and discuss the points on overhead #13
9. Thank the group for sharing. Respond to any questions.

B.2 Resource Kit Scavenger Hunt

Target Group: Youth or other appropriate groups.

Time: 20 minutes

Objective:

1. To introduce participants to the Closing the Pay Gap in N.B. Resource Kit.
2. To stimulate interest in pay discrimination and the pay gap.
3. To create awareness of the issue.

Advance Preparation:

1. Make sure you have sufficient copies of the Scavenger Hunt and the Closing the Pay Gap Resource Kit.
2. Purchase a small quantity of prizes such as candy or gum for the winners.
3. Complete the Scavenger Hunt yourself so that you have an answer sheet to check the group's answers.

Procedure:

1. Pass out one resource kit and one Scavenger Hunt List to every two participants. (Explain that after the activity you will make sure everyone gets a kit.)
2. Explain that they have exactly 10 minutes to complete this scavenger hunt by finding the answers in the Resource Kit.
3. At the end of 10 minutes, call time.
4. Review the answers to each question with the group.
5. The winner is the team with the most correct answers.
6. Conclude the session by asking the group what they learned or discovered by taking part in the activity?
7. Ask them if they would like to learn more about the pay gap. Suggest you take a tour with them of the resource kit and highlight the key information.

Variation

- The topics covered in the Scavenger Hunt could be followed up with a Question and Answer Session with the group. Once the scavenger hunt is concluded ask them to work in pairs to come up with one question about something they have read in the kit. Record any questions on a flip chart and then respond to them one by one using the Kit as a reference.
- You may wish to consider using this activity for other groups whose knowledge of the issue may be limited. Be sure to check that the material is at the appropriate reading level for the participants.

B.3 What is Pay Equity? Exploring Our Assumptions

Target Group: Unions, business groups.

Time: 20 minutes

Objectives:

1. Define pay equity
2. Discuss the process of job evaluation
3. Demonstrate the challenges of job evaluation
4. Identify the causes of the pay gap.

Procedure:

1. Introduce the topic of pay equity and conduct a short lecture using **Background material, Speech Module No. 2** entitled **What is pay equity?** Share some of your own personal examples if appropriate.
2. Explain to the group that you are going to give them an opportunity to explore their assumptions around the concept of equal pay for work of equal value.
3. Explain that you are going to ask them to compare two jobs – one that has been traditionally female the other traditionally male.
4. Be sure to have enough copies of handout #B.3 Job Evaluation Worksheet.
5. Ask them to compare the jobs by assigning a rating to each of the elements in the Job Evaluation Worksheet and ask them to be prepared to explain why they arrived at the ratings they did.
6. Facilitate a sharing and discussion of their reasons for assigning the ratings.
7. Reinforce with the group the difference between equal pay for equal work and pay equity.
8. Also remind the group that job evaluation is very complex and this activity is intended to demonstrate the challenges of job evaluation not to provide a process for completing.
9. Conclude the session by asking the group if they will explain some of the challenges to closing the pay gap based on this activity.
10. Reinforce their responses and review the causes with the group using data from **Background material, Speech Module No.4,** entitled **"What can be done to close the pay gap"**.

B.4 Action Planning: What can you do?

Target Group: All groups

Time: 15 minutes

Objective:

1. Encourage sharing
2. Encourage application
3. Outline what is happening in New Brunswick

Procedure:

1. Introduce the session by sharing some examples of what organizations have done to close the pay gap. Refer to **Background material, Speech module #3** entitled **"What is happening in New Brunswick to close the pay gap?"**

2. Ask the group to come up with two things they can do personally/ as a group/ or as an organization to help close the pay gap.
3. Ask each team/table to share their ideas one at a time. Record the ideas.
4. Thank the group for sharing their ideas and encourage them to follow up.
5. Compare their ideas to those on Overhead #13.
6. Make note of these ideas and share with the Advisory Council.

Other notes:
Some questions you could use in helping the group come up with some actions include:

- How is this useful to you, in your work, etc.?
- What might you do to help close the pay gap?
- What are you going to do about this? What could your group do?
- Can you think of anything you can do?

Variation:

- If you have sufficient time this activity could be expanded to 45 minutes as follows:
- At step two ask the group to simply brainstorm as many ideas as they can come up with and record them on a flip chart.
- Ask people to select one idea and work in groups to develop an action plan for implementation and follow-up.
- Have each group share their implementation plans.

Summarize and Conclude the Session: Section C

C.1 Summarizing

Target Group: All groups

Time: 10 minutes

Objective:
1. Encourage sharing
2. Encourage application
3. Evaluate participants' understanding

Procedure:
1. Ask the group to take a few minutes to identify what has been a significant learning for them during the session. This can be done in pairs, triads or by table groupings.
2. Ask the first pair (group) to present their ideas and then continue until all of the ideas have been shared.
3. If you have a large audience, explain that you will not be able to have everyone share their results but will be asking select groups to share.
4. After listening carefully to everyone's comments, praise their efforts and highlight the key points of the session.

Variation:

If you used the **What Do We Know A. 2** as a motivator, recap the session by asking the group to look at the **What Do We Know** handout and to think of how their answers might look now after the discussion. Ask them to share their new learnings.

C.2 Wrap Up

Target Group: All

Time: 5 minutes

Objective:
1. Wrap-up Session
2. Encourage application

Procedure:
1. Quickly review the general goal of the session, and express appreciation for their interest and participation.
2. Reinforce what each can do personally or what their organization can do to close the pay gap.
3. Thank the group for their participation.

Appendices

Handouts

A.2 What Do We Know?
B.2 Scavenger Hunt
B.3 Job Evaluation Worksheet

Processes for Facilitators

Planning Group Discussion
Leading Group Discussions
Lectures or Content Presentations
Preparation Checklist

Speech Modules

1. What Is The Pay Gap?
2. What Is Pay Equity?
3. What Is Happening In New Brunswick To Close The Pay Gap?
4. What Can Be Done To Close The Pay Gap

Overheads

1. Poster: Introduce your daughter to the facts of life
2. Poster: So you want to know how to close the pay gap
3. Poster: Equal value? Equal pay!
4. Cartoon: What are you dressed up as?
5. Cartoon: I take out the garbage.
6. Table: Average Annual Earnings, 1971-1999
7. Table: Average Hourly Wage, Canada and N.B., 1997-2001
8. Table: Average Hourly Earnings, Europe, 1995
9. Table: Pay Gap for Female and Male Graduates of N.B. Universities, 2002
10. Table: Average Wages in Selected Occupation, N.B. 2001
11. Table: Sample of Traditionally Male / Female-Dominated Jobs, N.B. 2001
12. Table: Example of Job Evaluation of Female / Male-Dominated Jobs
13. List: What You Can Do.

Handouts

A.2 What Do We Know?

	Before	After
1. What is the pay gap?		
2. What is pay equity?		
3. New Brunswick has pay equity legislation for: a. All workers b. Just government workers c. Only Unionized workers d. Federally regulated employers e. Both b and d f. Both b and c		
4. List three causes of the pay gap.	1. 2. 3.	1. 2. 3.
5. Why was November 28, 2001 important for New Brunswick women?		

Handout

B.2 Scavenger Hunt

Instructions:

1. You have ten minutes to complete this activity
2. With your partner, review the Resource Kit on ***Closing the Pay Gap in New Brunswick*** or the material provided and complete the following statements.
3. The team that gets the most correct answers correct in the 10-minute time frame wins.

Complete these statements:

The pay gap is the _____ between the average salary of women and the average salary of men.

The pay gap in New Brunswick was _____for 2001.

The legislated minimum wage for women was _____than for men until _____.

Pay equity means that jobs should be paid based on _____.

Equal pay for equal work means _____.

Equal pay for work of comparable value means_____.

At NB Tel (Aliant), women hold ____ percent of the middle and other management positions and __ percent of the skilled crafts and trade jobs.

Unionized women earn _____percent more than non-unionized women for every hour they work in New Brunswick.

Handout

B.3 Job Evaluation Worksheet

You are being asked to compare two different jobs by breaking down their content and requirements and giving points for Skill, Effort, Responsibility and Working Conditions.

Discuss each requirement with your group and decide on what rating you would give each job. In order that we can compare each group's results the maximum points you can award to any one requirement is 250. For example you could award 250 points for skill for both jobs if you feel the skill level is comparable or you could award more to one job than to the other if you feel they do not compare equally.

Appoint someone in your group to make notes and report on how you decided on the rating.

Job Requirements	**Secretary**	**Maintenance Repair Worker**
Skill (250)		
Effort - Mental (125) - Physical (125)		
Responsibility (250)		
Working Conditions (250)		
Total Rating		

Processes for Facilitators

Planning A Group Discussion

Discussions are one of the most common and useful techniques but are often entered into without sufficient thought and preparation.

This section will provide you with a simple structure to follow in order to plan and deliver your group discussion. Before you begin planning your discussion session know the specifics of the group that you will be working with. Sizing up your group need not be time-consuming; you can conduct an effective assessment by focusing on the four P's – people, place, purpose and process.

1. **The People** – It is important to understand as much about your audience as possible in order to prepare a session that will meet their needs and knowledge level. Some questions you should be able to answer include:
   - Who is the audience?
   - What is their background on this subject?

2. **The Place** – Learning as much as possible about the location of the session will ensure that there are no surprises when you arrive to lead your discussion. Room size and resources are often critical to a successful session. Some questions you might want to consider include:
   - What seating arrangement options are available?
   - What audiovisual equipment is available/needs to be requested?
   - Will it be necessary to use a microphone?

3. **The Purpose** - Thinking about your purpose in facilitating the session is not enough; it is important to know why your topic is of interest to this group. Some questions that will help you include:
   - What you would like to have the participants know by the end of the session?
   - What do the participants expect to learn?
   - Why is this topic of interest to this group?
   - What in particular about this topic should be the focus?

4. **The Process** - Approaches to a discussion session could range from a fairly formal structured process to a very formal discussion. It is important to determine what the best approach would be before developing your agenda for the session:
   - What approaches have worked well for this group or groups similar to this one?
   - How well do they know each other?
   - How much time is available?

Once you have answered these questions you will be able to establish an overall goal for your session, finalize your plans and begin the advance preparation for your session.

Planning your Session

This section will provide you with a simple structure upon which to build a discussion session and is the foundation that has been used in the sample agendas. There are three parts to the structure of each agenda. To create a similar structure for your agenda you must answer the following questions:

- How will I **introduce** the session and **motivate** the group to take part?
- How will I **facilitate and focus the session**?
- How will I **summarize and conclude** the session?

The guidelines that follow will assist you with planning your session using this three-part structure.

Introduce and Motivate

To launch your session effectively it is important to provide participants with information on what is to happen during the session.

By the end of this section participants will have the answers to the following questions:

- Why am I here?
- What is going to happen?
- What am I going to learn about?
- Who are these other people?
- Why is this important to know, what am I going to learn?

We recommend that you decide in advance if you are going to hand the resource kit out at the beginning of the session, at some point during the session or at the end. It depends a great deal on the structure and activities you have planned for your session.

Facilitate and Focus

This section is the information sharing and awareness building section of the group session. During this phase, you will engage the group in the discussion activities through sharing of experiences and ideas, content presentations, and brainstorming activities. This section should always include a solution finding or action planning phase, where participants have a chance to discuss what they can do to create awareness of the pay gap and make changes that will help close the pay gap.

Summarize and Conclude

This section should recap the session. You can summarize the session or have the group summarize the session.

This above structure serves as a template for the preparation for your agenda and or any experiential activities you wish to include in your session based on the session goal, the context and the circumstances surrounding the discussion. All of the sample agendas in this guide follow this structure. You can also use this structure to create your own agendas or to develop a more formal presentation.

Leading Group Discussions

A discussion is a mixture of lecture, discussion and activities through which participants are stimulated to become engaged in the topic.

Discussion groups are particularly useful to develop a theme. The views and experiences of the participants emerge, not only the views and experience of the leader. Discussion can help participants crystallize their thoughts, views and opinions, as well as encourage their active involvement in the process. Discussions are particularly useful to solve problems, to change attitudes and to encourage diversity of opinions and viewpoints.

Unless led effectively, discussions can degenerate into a conversation without a purpose or an argument among members. For this reason it is important to be clear about your objectives or why you are holding the discussion.

One of the most challenging parts of leading a discussion is to get the discussion started quickly after having introduced the topic. Here are some hints for starting and leading discussions:

- Ensure the subject is completely clear to the group. A title is not sufficient; define what the title means and what form the discussion will take, such as problem solving, solution finding or idea sharing.
- Start the discussion with a motivator. Make a controversial statement and invite discussion or share an unusual fact and seek views.
- Once you have started the discussion, your role should focus on three areas, monitoring discussion, controlling participation and drawing out ideas and perspectives.
- Creating a respectful and supportive environment supports the self-esteem of all participants.
- In a complex discussion, such as the pay gap issue, it is very important that you stop at intervals to summarize, to encourage recall, to ensure understanding, to break an unwanted flow or argument and to create a final summary of the action.
- Ensure that your final summary is an accurate account. If you ask the group to summarize what happened, be careful that a vocal or dominant segment does not influence the result.

Lectures or Content Presentations

The background information located in the Closing the Gap N.B. Resource kit and in this guide will provide you with material for your formal presentations. In addition overhead transparencies and posters are also included to support your presentation.

If you are asked to prepare a formal presentation, it is important to remember that after 10 to 20 minutes of listening passively, attention and assimilation of the information falls off rapidly. For this reason it is important to use techniques that increase a listener's retention of the material. You must consider different learning styles of the group. Here are some approaches to consider.

- Create an organizing framework: Outline the key points, detail the key points, and then recap the key points.
- Talk in 7 to 10 minute segments and then pause and ask a pre-planned question and invite responses in a three part process: (1) Have each person note his or her responses privately, (2) Have each share in groups of 2 or 3 and (3) Compile the answers on flip chart to allow the group to work through the answers together.
- Pause and ask the group to talk to their partner next to them and share examples of the point just made.
- Refer the group to case examples in the Resource Kit and read the passages out loud and then summarize their importance.
- Tell a story or share a real life example.
- Use visual supports such as the Overhead Transparencies that accompany this guide.

Final Hints:

- If you ask questions of all the members of the group avoid going round robin. Ask for volunteers or ask members to work in pairs or triads to come up with an answer. Have groups appoint a spokesperson for their group.

- When you ask a question of the group, resist answering it yourself. Allow for some silent think time (8 seconds is a recommended time allocation). If no answers are forthcoming, then you might say, "Some people have suggested...."

- If the discussion gets off topic use a verbal intervention such as, "Can we move on to...?" or "Time is moving so rapidly. So should we...? Or "This may be a good time to produce a summary of our discussion so far..." Take the necessary action to get the discussion back on track.

- Ensure that you stay within the allotted time for the session. If you anticipate that you are going to run over, ask permission of the group and specify the amount of time you require. For instance, you might say, " It is almost 8 o'clock, how do you feel about taking an extra ten minutes to wrap up?"

Preparation Checklist

I have:

- Identified my target population - **People**
- Analyzed the session environment – **Place**
- Discussed the **Purpose** with the organizers
- Decided on an approach – **Process**
- Determined an overall **Session Goal**(s)
- Modified an existing agenda or prepared my own
- Prepared my discussion leading notes
- Prepared any formal content that I will be presenting
- Selected and prepared participant materials
- Requested AV equipment
- Determined room arrangement
- Double checked location and room layout

Background Materials

Speech Module 1: What is the pay gap?

What do we mean by pay gap?

The pay gap is the difference between the average salary of women and the average salary of men. It compares the earnings of women and men as a group. The pay gap does not refer only to salary differences between women and men doing exactly the same job. It is a broader indicator of inequality between women and men in society and in the workplace. We keep an eye on the pay gap because it tells us something about women's status and because women's earnings have become important for the well being of individuals, families and society generally.

How is the pay gap measured?

There are two main ways of measuring the gender pay gap. Both tell basically the same story of inequality between women's and men's earnings.

1. The first method is based on the **average yearly earnings of women and men who work full-time, year round**. This data has been gathered by Statistics Canada, our national statistics agency, since the early 1970s. It is useful because it allows us to see how the gap has changed over the past three decades. However, it doesn't cover part-time workers - and about 1 in 4 N.B. women works part-time.

Using this measure, we see that over the past 30 years, the average salary of full-time, year round female workers has fluctuated between 60 and 70% of men's average salary. Today, the average salary for all N.B. women who work full-time throughout the year is 71% of men's average pay or a pay gap of 29%. In other words, full-time female workers as a group earn just 71 cents for every dollar earned by men.

Average Annual Earnings of Women Working Full-Time As a Percentage of Men's Earnings, N.B. and Canada, 1971 – 1999

Year	N.B.	Canada
1971	62%	60%
1975	62	60
1980	66	64
1981	64	64
1982	66	64
1983	66	65
1984	65	66
1985	64	65
1986	64	66
1987	65	66
1988	69	66
1989	62	66
1990	66	68
1991	66	70
1992	70	72
1993	62	72
1994	64	70
1995	65	73
1996	69	73
1997	69	70
1998	71	72
1999	71	70

Source: Statistics Canada, *Income Trends in Canada, 1980-1999.*

OVERHEAD #6

2. The second way of measuring the pay gap is based on the **average hourly wage rates for all full-time and part-time employees**. Hourly wage data broken down by sex has been compiled by Statistics Canada since 1997. Unfortunately, we can't use it yet to look at the long-term trends. On the other hand, the hourly wage measure does cover both part-time and full-time workers, so it gives a more complete picture of the salary situation. It also allows for differences in the number of hours worked. Even women working full-time work on average 4 hours less per week than men. For these reasons, the hourly wage statistics are increasingly preferred over the full-time, all year annual earnings.

Using the hourly wage measure, the pay gap for part-time and full-time employees is 21%. In other words, female workers as a group earn on average just 79 cents for every dollar earned by men.

Average hourly wage of women and men, Canada and N.B., 1997 – 2001*

	1997	1998	1999	2000	2001
New Brunswick	F: $11.40 M: $14.24 80%	F: $11.72 M: $14.38 82%	F: $11.85 M: $14.66 81%	F: $12.16 M: $15.65 78%	F: $12.45 M: $15.81 79%
Canada	F: $13.91 M: $17.07 82%	F: $14.06 M: $17.30 81%	F: $14.38 M: $17.77 81%	F: $14.78 M: $18.36 81%	F: $15.29 M: $18.95 81%

*Average hourly female and male wage rates of all employees (part-time and full-time); average hourly female wage rate as a % of average hourly male wage rate.
Source : Statistics Canada, *Labour Force Historical Review 2001*.

OVERHEAD #7

How large is the pay gap in other regions and countries?
The pay gap is a Canada-wide and international problem. Women everywhere earn on average less than men. The level of wage inequality varies from region to region and country to country, but the general pattern is the same. The pay gap is quite similar in all the Canadian provinces. In the United States, women working full-time, year round earned just 73% of what men earned in 2000. European women earn on average between 66% and 87% of men's hourly wages, depending where they live (see table with ranking of European countries from "best" to "worst").

Average hourly earnings of women as a percentage of men's earnings, Europe, 1995*

Country	Gender pay ratio (%)
Germany (East)	87
Sweden	85
Denmark	84
Finland	81
Luxembourg	81
Belgium	80
Italy	77
Germany (West)	75
Greece	75
France	73
Spain	73
Austria	72
Portugal	72
Netherlands	69
United Kingdom	66

*Ratio based on average gross hourly earnings, for all employees (full-time and part-time), with overtime included. Note: the 1995 data comes from the most recent cross-European survey of the earnings of women and men.

Source: European Structure of Earnings Survey, 1995.

OVERHEAD #8

Won't the pay gap close naturally over time?

Some people say, give it time, women's salaries will catch up to men's eventually. But progress has been very slow and uneven. Since 1980, the full-time full year earnings gap in New Brunswick has narrowed by only 5%. At that rate, women might earn as much as men in 110 years!

The persistence of the pay gap is troubling, especially since women have made important investments in education and have increased significantly their participation in paid work. Some things have changed since the time, less than 40 years ago, when there was a lower legislated minimum wage for women than for men in New Brunswick or when employers could openly advertise for a man only in job openings. Today we expect that women and men doing the same job will get the same pay. Women today are as well educated as men and are much more present in male-dominated professions such as law and medicine. Women work in jobs with higher levels of responsibility and in the unionized public sector.

Why do women still earn less than men?

A variety of work-related factors account for part of the pay gap. Women interrupt their careers more often than men, sometimes because of sexual harassment, discrimination against childbearing women, lack of access to child care services, violence, and unequal division of labour in the home. Too many women go into a narrow range of traditional female jobs and in low-paid industries. More women than men work part-time. Men are also more likely to belong to a union than women. Life choices play a small role: women work fewer paid hours, fewer women accept to move for a position, etc. Part of the gap will disappear with time, for example as women's average years of experience in the labour market equals men's.

But almost half the difference between women's and men's average pay can't be explained by differences in women's education, skills or labour market behaviour. This part of the pay gap is thought to be caused by the age-old tradition of paying "women's" jobs less than jobs usually held by men. The skills, effort and responsibility required to do many traditionally female jobs are often under-appreciated by society and employers. That is why women are calling for job evaluations that provide equal pay for work of comparable value. And even today, some women are paid less than men doing the **same** job (equal pay for equal work).

Additional materials of interest to targeted audiences:

Pay Gap For Female and Male Graduates of New Brunswick Universities, 2000

Overhead #9

Average Wages of Selected Occupations by Gender, N.B., 2001

Overhead #10

Speech Module 2: What is pay equity?

What do we mean by pay equity?
Pay equity means that jobs should be paid based on their value: different jobs that are of comparable worth to the employer should be paid the same.

Why are some traditionally female jobs that require significant training and have significant responsibility paid less than some traditionally male jobs with equal or even lower requirements? Why is the secretary often paid less than the janitor? There are other even more striking examples that you may be familiar with: how about child care workers and zoo keepers?

The under-valuing of "women's work" has deep historical roots. It is only in recent decades that society has begun to acknowledge women's economic contribution to the household through unpaid domestic labour. And we still have a long way to go. The types of jobs that women did outside the home were often under-appreciated by employers and by society because they were seen as similar to the tasks women performed at home. Pay equity aims to correct the entrenched gendered devaluation of jobs.

Here are a few examples of hourly salaries for jobs mainly done by men and jobs mainly done by women – does this seem fair to you?

Average hourly wage rates for some male and female jobs, N.B., 2001

Male jobs	**Female jobs**
Guards and other occupations in protective services: $16.27	Childcare & home support workers: $8.58
Construction trades: $14.77	Chefs & cooks, & occupations in food & beverage service, including supervisors: $7.64
Machine operators in manufacturing, including supervisors: $15.15	Clerical occupations, including supervisors: $12.69

Source: Statistics Canada, *Labour Force Historical Review 2001.*

OVERHEAD #11

What's the difference between "pay equity" and "equal pay for equal work"?
It is important to distinguish between pay equity – also called **equal pay for work of equal or comparable value** (or, more simply **equal pay for work of equal value**) - and **equal pay for equal work.**

Equal pay for **equal work** means two workers doing the same job should be paid the same, regardless of their sex. Few people would challenge this long-standing principle. Obviously the male and female nurse must receive the same salary for doing the same work. It's a question of basic justice. New Brunswick's labour standards legislation has for many years now included provisions for equal pay for equal work.
But equal pay for equal work doesn't help the majority of women who are in jobs that are mainly done by women. Since women and men often do different types of work, there is also a need to prevent

pay discrimination among jobs. Equal pay for work of equal value covers this very common situation where women and men perform different tasks. It is not the same as equal pay for equal work. Equal pay for work of equal value builds on the older idea of equal pay for equal work. Equal pay for work of equal value means that two different jobs shown to have the same value or worth in terms of their requirements, should be paid the same. Of course, some salary differences are acceptable, such as those based on seniority.

How can different jobs be compared?
Pay equity requires that jobs usually done by women be compared with jobs usually done by men. Some say that is like comparing apples and oranges. But apples and oranges can be compared for their nutritional value and other qualities. Like nutritionists analyzing the composition of these foods, human resource experts compare different jobs by breaking down the work into measurable parts. Nutritionists look at calories and vitamins. Human resource experts assess the required skills, effort, responsibilities and working conditions of jobs. For more than 100 years, job evaluations have been a common management tool, used to set wages. Pay equity requires that job evaluations be as "gender neutral" as possible. That means that the assessment should take into consideration what is involved in the different tasks usually done by women and those usually done by men.

Questionnaires and a point system are used to rate the nature and requirements of the job. Some of the questions asked are: what educational level, training or skills are needed to do the work, how much problem-solving is required, how much physical effort and mental stress is normally part of the job, does the person in the job answer for results, or have responsibility for people or money, are the working conditions stressful or dangerous? For example, the job analysis questionnaire used by the Canadian Union of Public Employees asks how much time per day is spent doing various kinds of physical activities, from the use of manual tools such as a saw, pliers or hammer to the holding or lifting of patients/handicapped students. This questionnaire also asks how often workers face "disagreeable conditions" in their job, such as inclement weather, dust/dirt and body wastes and fluids.

Once the evaluation is completed and the value "scores" are calculated, salaries are adjusted so that jobs of comparable value are paid comparable wages.

For example, an evaluation of a female-dominated and male-dominated job with the same employer might look like this:

	Secretary	**Maintenance repair worker**
Skill	300	300
Effort –mental -physical	200 80	150 130
Responsibility	200	170
Working conditions	50	80
TOTAL:	**830 points**	**830 points**

OVERHEAD #12

The secretary's job might require less physical effort and be performed in a cleaner, quieter working environment than that of the maintenance repair worker. However, the tasks performed by the secretary may require more mental effort – spreadsheet analysis and dealing with telephone

inquiries, for example, and involve a higher level of responsibility. This explains why the two jobs may get a different number of points for different factors, but the total point value may still be the same.

How does current legislation protect against pay discrimination?
Paying female-dominated jobs unfairly is a form of discrimination. A variety of international, federal and provincial laws and agreements offer protection against sex-based discrimination. But current legislative remedies for pay discrimination are limited in scope and in practice.

Canada has signed a number of international agreements that include provisions on the economic equality of women and men. For example, the *Convention on the Elimination of All Forms of Discrimination Against Women* (CEDAW), adopted by the United Nations in 1979 and ratified by Canada in 1981 states that women's rights in employment include "the right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of work."

The New Brunswick and federal human rights laws, as well as the *Canadian Charter of Rights and Freedoms*, include provisions to protect against all forms of discrimination based on sex. But in order to bring discrimination to the attention of the human rights authorities, the individual must make a complaint to the appropriate agency and wait for results. In the case of a Charter challenge, the individual must undertake lengthy and costly court proceedings. It is hardly surprising that few employment-based discrimination cases go forward, since employees often fear retaliation and can't afford to lose work time or invest in legal help.

New Brunswick, Nova Scotia, PEI and Manitoba legislated pay equity for government workers over a decade ago. These are pro-active laws, meaning that the employer is required to correct pay inequities rather than relying on employee complaints.

When New Brunswick implemented pay equity in the early 1990s, 96 percent of the civil servants working in female-dominated jobs received an adjustment, with increases averaging $1.31 per hour. Some groups such as cafeteria supervisors, registered nursing assistants, dieticians and human service counselors received increases over 25%. And this was already a well-educated and highly unionized workforce.

Legislation has extended to workers who work outside of government in a few jurisdictions. Since 1978, employers who are regulated by the federal government have followed the pay equity provisions of the *Canadian Human Rights Act*. Under this law, employers may not pay different salaries to women and men doing work of equal value in the same establishment. But this remains complaint-based or complaint-driven legislation. That means the victim of wage discrimination must file a complaint to get pay equity. The very high profile case brought in 1984 by the Public Service Alliance of Canada, a large government workers union, showed how long and difficult it could be to get results under the Act. A federal pay equity task force is currently looking at changing the law and may be considering a pro-active approach, as suggested by many groups and individuals.

Ontario and Quebec are the only 2 provinces that currently have pay equity legislation that applies to the private sector. Ontario's law was adopted in 1988, while Quebec's dates only from 1996. These pro-active laws have had varying degrees of success. Problems are mainly the result of inadequate enforcement and monitoring provisions in the law and in practice.

Speech Module 3: What is happening in New Brunswick to close the pay gap?

The pay gap is not a new problem. It has been a matter of concern to groups, institutions and individuals for a number of years, spurring them to take action. Here are some of the ongoing efforts aimed at reducing the pay gap:

The N.B. Advisory Council on the Status of Women's pay gap campaign
Since it was created more than 20 years ago, the N.B.ACSW has devoted much attention to the problem of women's economic inequality. The earnings differential between men and women has long been identified as a serious obstacle on the road to gender equality. The Council prepared a study of the pay gap in the province in 1996, which highlighted the far-reaching consequences of the problem and recommended a series of measures designed to correct it.

During the spring and summer of 2002, the Council got down to work on a new public awareness campaign on the pay gap. The goal of this recently launched campaign is to provide more information about the issue and encourage public debate about solutions. Fact sheets, posters and other educational materials are offered to New Brunswickers who are interested in learning more about the pay gap.

Coalition for Pay Equity
The Coalition for Pay Equity is a group of New Brunswick organizations and individuals who are working to convince the provincial government to extend pay equity legislation to workers in the private sector and the entire public sector.

The Coalition was founded in May 1998 by the Fédération des dames d'Acadie as a way of addressing one cause of women's poverty. The Women's Union for Pay Equity, as the group was originally called, was very active in the World March of Women 2000, which focused on the problems of poverty and violence. A petition in favour of a new provincial pay equity law signed by nearly 30,000 individuals was presented to the government at a Fredericton rally in October 2000. Some 74 groups and organizations in the province also signed a statement of principles supporting the Coalition's demands.

An independent organization since the fall of 1999, the Coalition has set up regional committees which are involved in raising public awareness and lobbying politicians in their areas. It counts on the efforts of its members throughout the province to keep the pay equity issue on the public agenda.

For more information on the Coalition and its activities, visit its Web site at: www.equite-equity.com

Wage Gap Roundtable
A wage gap round table has been created by Margaret Ann Blaney, Minister responsible for the Status of Women. Its mandate is to create an understanding among key stakeholders of the main issues underlying the wage gap between men's earnings and women's earnings and to suggest practical solutions in the N.B. context. To this end, it will examine existing research findings, seek advice from experts and from informed and experienced partners, identify best practices and information gaps and advise the government on options to address the wage gap. The group first met in late July 2002 to develop a work plan and will report to the government by July 2003.

Chaired by Minister Blaney, the round table includes eleven members from various social groups, including representatives of the N.B.ACSW and the Coalition for Pay Equity. Four of the participants represent business associations: the N.B. Chambers of Commerce, the Canadian Federation of Independent Business, the N.B. division of the Canadian Manufacturers and Exporters and the Conseil économique du N.-B. inc. The following groups also have a seat at the table: the N.B. Federation of Labour, the Business and Professional Women's Club, UNB human resources, the Cities of N.B. Association and Early Childhood Care and Education N.B.

Public sector legislation
New Brunswick legislated **equal pay for work of equal value** for government workers over a decade ago. When the N.B. government introduced its pay equity law in 1989 covering Part 1 of the civil service, 96% of the employees working in female-dominated jobs received an adjustment. The salary increases averaged $1.31 per hour. Some employees received increases of over 25%, including groups such as cafeteria supervisors, registered nursing assistants, dieticians and human service counsellors.

Since 1978, federal civil servants and employees in federally regulated companies have been covered by the pay equity provisions of the *Canadian Human Rights Act*. Under this law, employers may not pay different salaries to women and men doing work of equal value in the same establishment. A federal task force is currently studying ways of making this legislation more effective in addressing pay equity cases.

Private sector and local government initiatives
Even though they are not forced to do so by law, some private sector and local government employers have adopted pay equity and employment equity initiatives.

For example, Paturel International Company recently updated its pay system to ensure objective wage practices. The preparation of detailed job descriptions at the Shediac plant was the first step in a four-year program. To assess the comparable worth of different jobs, the company measured the relative requirements of the positions, by assigning points based on four internationally recognized factors, skill, effort, responsibility and working conditions. Wage adjustments were introduced gradually, based on the evaluation results. The mainly female workers packing seafood on the production line have seen their wages increase by 25%, while the mostly male heavy labour job holders have received a 10% pay increase. According to the company's Human Resources Manager, the company did it because « first and foremost, it's the right thing to do. » He also says that there are payoffs for the company as well as the workers, since workforce morale has been boosted.

The City of Saint John is a case where pay equity was negotiated by a union with an employer. The City recently undertook efforts to systematically evaluate the comparable worth of jobs by completing a gender-neutral job evaluation process for the inside workers. The project covered approximately 130 clerical and technical workers, mostly female; these are unionized workers. Some comparisons were made with mainly male outside workers. However there is no official pay equity policy, so there are no mechanisms for following up on the process once the salary adjustments will be made. That is a problem with negotiating pay equity adjustments employer by employer in a piecemeal way – it leads to need for renegotiations.

NB Tel (now part of Aliant Telecom) is an example of an employer getting results by complying with the federal employment equity law. In 1989, NB Tel received a low rating, a C, when it began reporting to the federal government Employment Equity program on the status of women in the company: only about 12% of middle managers were women, none in senior management and low numbers in the professional and technical jobs. Since 1999, the telecommunications firm has

received the highest rating, an A, for superior results on all indicators: distribution in the 14 occupational groups, salary levels, share of hirings, promotions and terminations etc. In 2000, two of the six senior managers in New Brunswick are female, and women hold 46% of the middle and other management positions and 6% of the skilled crafts and trade jobs.

Speech Module 4: What can be done to close the pay gap?

Many causes, many remedies
The pay gap is a complex problem, with a wide range of causes. There is no « quick fix » or single solution. Action is required on many fronts to deal with the various aspects of the problem.

The difference in the average earnings of men and women is not just a workplace issue: it is closely linked to the division of unpaid labour in the home, child care and elder care arrangements, access to education and training, attitudes about women's and men's place in society and a host of other concerns. So a broad approach is needed to address the pay gap.

Governments have a role to play, but so do employers, unions and individuals. This is a struggle not only for a fairer deal for women but also for a fairer society: nobody said it would be easy!

The key measures needed to close the pay gap
We need to develop and expand policies in a wide range of areas to reduce the pay gap. Here are some of the more important measures:

Improving work force training and opportunities for women is of course an important part of the solution. Girls and young women should learn first-hand about the possibilities for employment and earnings in non-traditional occupations. Many other provinces have special programs to expose girls to non-traditional work. Women of all ages should be encouraged in their decision to train for non-traditional employment.

The minimum wage level should be indexed and adjusted according to some accepted and evolving measure such as the low-income cut-offs or poverty line set by Statistics Canada. Women are more likely than men to be working in low wage jobs. As it stands now, increases in the minimum wage rate introduced by the government do not take into account the cost of basic needs or increases in the cost of living.

A person working full-time in a minimum wage job doesn't earn enough to keep above the poverty line, if they rely on one salary. Did you know that someone working 40 hours a week, 52 weeks a year earns a gross annual salary of just $12,480? That is at the newly increased hourly minimum wage rate of $6.00, in effect since August 1, 2002. If that person is a lone parent with one child and lives in Greater Saint John, for example, their earnings would be about $7,700 less than the poverty line set by Statistics Canada. Minimum wage workers are in fact worse off than they were 20 years ago, because the cost of living has increased more quickly than the minimum wage rates.

Full-time, full year minimum-wage income and the poverty line* in N.B., 2002:

Lone parent (one-earner) with 1 child		**One-earner couple with 2 children**	
Gap between minimum wage income and poverty line	Minimum-wage income as % of poverty line	Gap between minimum wage income and poverty line	Minimum-wage income as % of poverty line
-$7,729	62%	-$17,944	41%

Note: Based on minimum wage rate as of August 1, 2002 = $6.00/hour x 40 hours/week x 52 weeks and using National Council of Welfare estimates of Statistics Canada's before-tax low income cut-offs for 2001 (1992 base), for the largest city in the province.

Part-time workers must be given equal treatment with full-time workers doing the same work. Part-timers should receive pro-rated wages and should have access to benefits: that means that workers who put in half the hours of a full-time workers would get half the pay. In New Brunswick, 3 out of 4 part-time workers are female.

Unionization provides important protection for workers and boosts wages. Currently only about one in five female workers in N.B. belongs to a union. The difference between unionized and non-unionized salaries is striking: unionized women in New Brunswick earn on average $17.14 per hour compared to just $10.66 for non-unionized women. That's $6.48 or 60% more for every hour they work!

Public and private sector workplaces must be made more family-friendly. All workers, and especially women, need help to better balance the demands of paid work and family responsibilities. Flexible scheduling is an example of policies that can make a difference.

Quality, affordable child care must be available in all regions. Child care should be a social priority - a shared responsibility - not just a private service to be paid for entirely by parents. By funding and regulating child care, we would allow more mothers and fathers to earn their living knowing their children would be well cared for. The province of Quebec provides a good example in this regard. Families in Quebec pay just $5 a day per child – and even less or nothing for low-income families – for publicly funded day care for their preschoolers and for before- and after-school care.

Employment equity should also be promoted to ensure equal access to all jobs in a workplace. Employment equity tackles the long-standing under-representation of groups who face discrimination in the labour force, including women, Aboriginal peoples, the disabled and members of visible minorities. It includes a variety of measures to help women and others gain their fair share of hirings and promotions in all jobs. For example, past discrimination may be corrected by offering special training and support to women in non-traditional occupations. Legislation is one way of achieving employment equity. At NB Tel (now part of Aliant Telecom), for example, female employees have benefited from employment equity policies introduced since 1989 as required by the federal employment equity law. More women are in management and in the skilled crafts and trades jobs.

Efforts must be made to ensure that work traditionally done by women is paid fairly. Government could sponsor reviews of pay practices in various industries to uncover possible gender biases in payment systems. Tax incentives and obligations for companies receiving government contracts - what is called contract compliance – can be used to require employers to undertake gender-neutral job evaluations. Pay equity legislation could be extended to the rest of public sector and to the private sector.

Changing ingrained attitudes about women's and men's work and roles is also part of the solution. Public awareness campaigns like this one sponsored by the N.B.ACSW can help stimulate discussion of the issues.

What you can do

Individuals can also participate in efforts to close the pay gap. There are many ways to make a difference. You could start by learning more about the problem and sharing your experiences with friends and colleagues. Check out salary and advancement opportunities before you, or a young woman you know, enters training or a new career. Join an advocacy group or a professional association to work for change. There are many groups devoted to concerns ranging from child care to women's status in the trades and technology. If you belong to a union, ask what your organization is doing on pay equity and make sure it become a priority. Write or talk to your local MLA to find out what the government is doing on this issue.

OVERHEAD #13

Overheads

Introduce your daughter to the facts of life:

Give her 79%* of your son's allowance

Working women earn 79% of what men earn in NB.

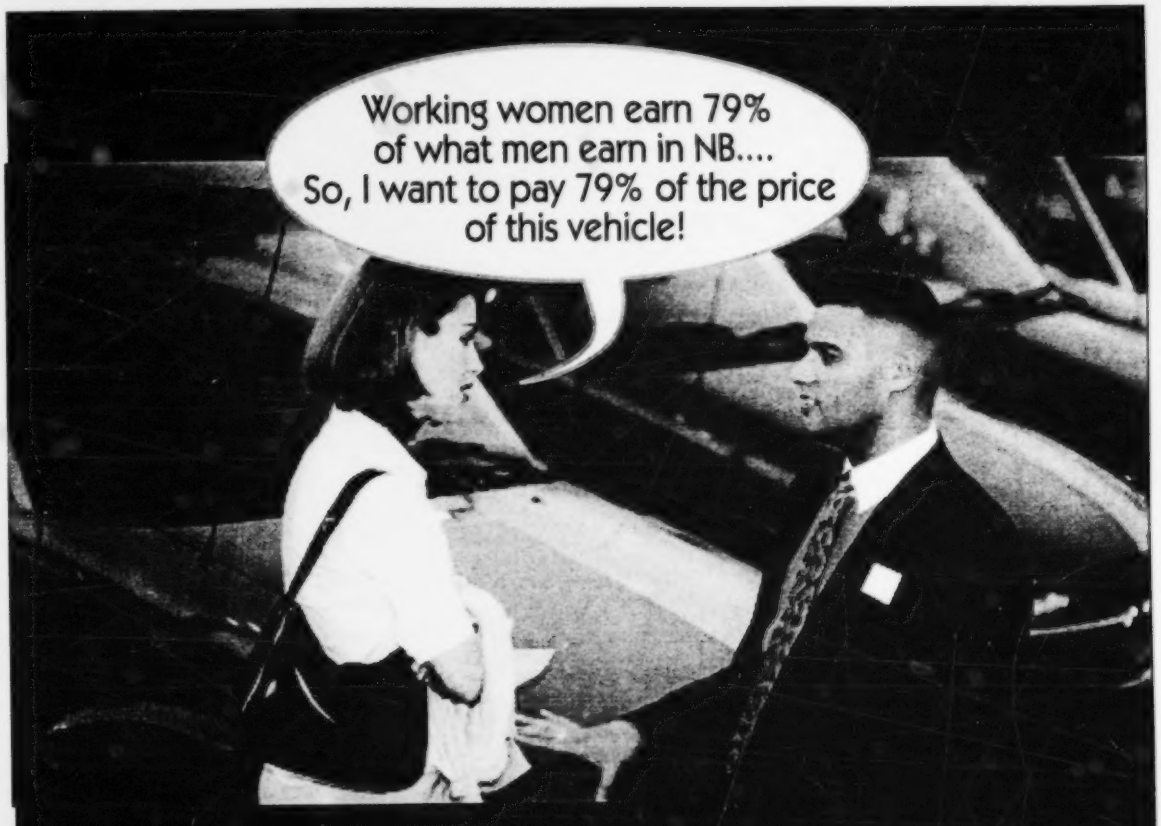
Advisory Council on the Status of Women
NB
Conseil consultatif sur la condition de la femme

1-800-332-3087

www.acswcccf.nb.ca

* Average hourly wage for all employees, full-time and part-time

Source: Statistics Canada, Labour Force historical Review 2001.



So you want to know how the pay gap could be closed:

Pay traditionally female jobs according to their real value.

End discrimination in hiring, pay and promotion.

Tell your elected representative and your union: the pay gap is unacceptable.

Stop sexual harassment.

Give benefits and pro-rated pay to part-time workers.

Get more girls and women into non-traditional trades, professions and industries.

Increase women's unionization rate.

Ensure affordable quality child care services are available in all regions.

Adopt standards for minimum wage and salary increases that protect low-paid workers.

Make school-aged children aware of these issues.

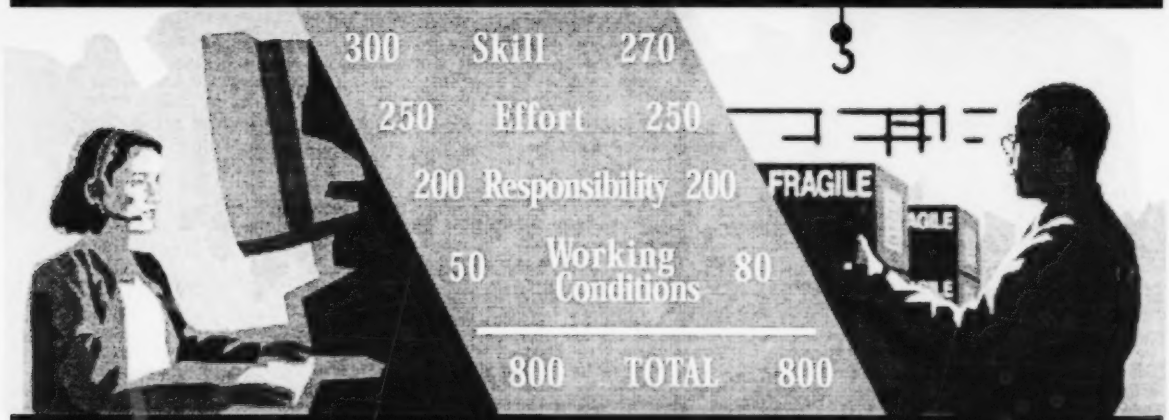
Advisory Council on the Status of Women
Conseil consultatif sur la condition de la femme

1-800-332-3087

www.acswcccf.nb.ca

2

Equal Value?



Equal Pay!

www.acswcccf.nb.ca

Advisory Council on the Status of Women
Conseil consultatif sur la condition de la femme

1-800-332-3087

Hey... what are you dressed up as?
I'm a driver, a nurse, a teacher, a cook, a construction worker...
Oh! You're a mother!
That's right...

I do the cleaning, the laundry, the ironing, the cooking and dish-washing, the grocery shopping, change the baby's diapers, give the kids their bath, help them with their homework. drive them to school, pick them up...
Yes, but I
take out the
Garbage!
Pascal

Average Annual Earnings of Women Working Full-Time As a Percentage of Men's Earnings, N.B. and Canada, 1971 – 1999

Year	N.B.	Canada
1971	62%	60%
1975	62	60
1980	66	64
1981	64	64
1982	66	64
1983	66	65
1984	65	66
1985	64	65
1986	64	66
1987	65	66
1988	69	66
1989	62	66
1990	66	68
1991	66	70
1992	70	72
1993	62	72
1994	64	70
1995	65	73
1996	69	73
1997	69	70
1998	71	72
1999	71	70

Source: Statistics Canada, Earnings of Men and Women, Income Trends in Canada 1980-1999.

AVERAGE HOURLY WAGE OF WOMEN AND MEN, CANADA AND N.B., 1997 – 2001*

	1997	1998	1999	2000	2001
New Brunswick	F: $11.40 M: $14.24 80%	F: $11.72 M: $14.38 82%	F: $11.85 M: $14.66 81%	F: $12.16 M: $15.65 78%	F: $12.45 M: $15.81 79%
Canada	F: $13.91 M: $17.07 82%	F: $14.06 M: $17.30 81%	F: $14.38 M: $17.77 81%	F: $14.78 M: $18.36 81%	F: $15.29 M: $18.95 81%

*Average hourly female wage rate as a % of average hourly male wage rate, for all employees (part-time and full-time).

Source : Statistics Canada, Labour Force Historical Review 2001.

AVERAGE HOURLY EARNINGS OF WOMEN AS A PERCENTAGE OF MEN'S EARNINGS, EUROPE, 1995*

Country	Gender pay ratio (%)
Germany (East)	87
Sweden	85
Denmark	84
Finland	81
Luxembourg	81
Belgium	80
Italy	77
Germany (West)	75
Greece	75
France	73
Spain	73
Austria	72
Portugal	72
Netherlands	69
United Kingdom	66

*Ratio based on average gross hourly earnings, for all employees (full-time and part-time), with overtime included.
Note: the 1995 data comes from the most recent cross-European survey of the earnings of women and men.

Source: European Structure of Earnings Survey, 1995.

PAY GAP
FOR FEMALE AND MALE GRADUATES
OF NEW BRUNSWICK UNIVERSITIES, 2002

Female Graduates	Male Graduates
$2,962 / month ($35,554 /yr)	$3,705 / month ($44,460/yr)

Source:Maritime Provinces Higher Education Commission database.
(Dawn Gordon, Research Officer, MPHEC)

AVERAGE WAGES IN SELECTED OCCUPATIONS, BY GENDER, N.B., 2001

Occupation	Percentage of workers who are women	Average female hourly wage*	Average male hourly wage*
Trades, transport & equipment operators & related occupations	5%	$10.70	$14.84
Senior management occupations	10%	--	$28.17
Occupations unique to primary industry	12%	$8.55	$12.67
Natural & applied sciences & related occupations	17%	$18.00	21.92
Occupations unique to processing, manufacturing & utilities	30%	$9.16	$14.61
Retail salespersons, sales clerks, cashiers, including retail trade supervisors	68%	$7.37	$10.91
Clerical occupations, including supervisors	73%	$12.69	$13.75
Chefs, cooks, & occupations in food & beverage service, including supervisors	74%	$7.64	$9.49
Childcare & home support workers	98%	$8.58	--

*Average hourly wage rate for part-time and full-time employees

--data suppressed, number of employees too small

Source: Statistics Canada, Labour Force Historical Review 2001

Sample Of Traditionally Male And Female Dominated Jobs

Male jobs	Female jobs
Guards and other occupations in protective services: **$16.27**	Childcare & home support workers: **$8.58**
Construction trades: **$14.77**	Chefs & cooks, & occupations in food & beverage service, including supervisors: **$7.64**
Machine operators in manufacturing, including supervisors: **$15.15**	Clerical occupations, including supervisors: **$12.69**

Average hourly wage rates, N.B., 2001

Source: Statistics Canada, Labour Force Historical Review, 2001.

EXAMPLE OF JOB EVALUATION OF FEMALE AND MALE-DOMINATED JOBS

	Secretary	Maintenance repair worker
Skill	300	300
Effort		
- mental	200	150
- physical	80	130
Responsibility	200	170
Working conditions	50	80
Total:	830 points	830 points

WHAT YOU CAN DO

Discount for Women!

BAKE SALE

by Business and Professional Women's Club
Women: 70 cents
Men: $1.
Now that's calling attention to the problem!

- Get involved in an advocacy group or a professional association to work for change.
- If you are a union member, ask what has been done.
- Learn more about the short and long term consequences of the pay gap.
- Discuss with friends and colleagues how the pay gap has affected them.
- Before you train or study for a new job or a career change, investigate salary and advancement opportunities in a variety of occupational and industrial sectors.
- Speak to girls and other women about the challenges and advantages you've faced in a traditional or non-traditional trade or profession.
- Write a letter or send a fax or email to your elected representative to ask what is being done to close the pay gap.
- Contact the Advisory Council on the Status of Women to learn about other actions being taken.

JOIN THE TALENT BANK OF N.B. WOMEN

- Act as a resource for women's groups etc, or
- Give speeches on your areas of expertise or interests, or
- Be considered for appointment to boards and commissions.

Get a Talent Bank form from the Advisory Council -
or go to the Advisory Council site at www.acswcccf.nb.ca

Bibliography

Learner characteristics and instructional design. Campbell, Katy, 1999. Academic Technologies for Learning. http://www.atl.ualberta.ca/articles/design/learnchar.cfm

The Pay Equity Resource Guide: Bibliography with Selected Annotations, Centre for Research on Work and Society: http://www.yorku.ca/crws/payequity.htm/

The gender pay gap: a research review, Grimshaw, D. and Rubery, J., 2001
www.eoc.org.uk/cseng/research/gender_pay_gap_research_review_report.pdf
www.eoc.org.uk/cseng/research/gender_pay_gap_research_review_findings.pdf

Gender Equality Magazine (Magazine of the Gender Equality Programme (2001-2005) of the European Commission), n° 11, 2001, 19 pages.
http://europa.eu.int/comm/employment_social/equ_opp/gender/mag11-en.pdf

The Persistent Gap: New Evidence on the Canadian Gender Wage Gap, Marie Drolet. (Ottawa: Statistics Canada, January 2001), 35 pages.
www.statcan.ca/english/IPS/Data/11F0019MIE2001157.htm

Working Through the Wage Gap, Report of the B.C. Task Force on Pay Equity, Nitya Iyer, 2002, 154 pages. www.gov.bc.ca/ag/down/working_through_the_wage_gap.pdf

L'équité salariale : Mise en œuvre et enjeux, Marie-Thérèse Chicha, (Cowansville, Québec : Les Éditions Yvon Blais Inc., 2000).

Internet sites:

Visit the Advisory Council internet site for articles and briefs on the pay gap: acswcccf@gnb.ca

Canadian Human Rights Commission, English: http://www.chrc-ccdp.ca/pe-ps/default.asp

Government of Canada, Pay Equity Review: http://www.payequityreview.gc.ca/1310-e.html

Statistics Canada : http://collection.nlc-bnc.ca/100/200/301/statcan/income_research_75f0002-f/1999/no08/75F0002MIF99008.pdf

Government of Ontario Pay Equity Commission : http://www.gov.on.ca/lab/pec

Government of Quebec, Commission de l'équité salariale : http://www.ces.gouv.qc.ca/index.htm

U.S. National Committee on Pay Equity: http://www.feminist.com/fairpay/

New South Wales (Australia) Pay Equity Inquiry:
http://www.users.bigpond.com/rj_gj/inquiry/inquiry.htm#NSWPEI

New Zealand Coalition for Equal Value Equal Pay: http://www.cevep.org.nz/